

Administrative and Educational Support (AES) Unit Review Guide

The AES Unit review process has been designed to allow the College's units to examine past assessments and practices, current structure, historical context and the potential impact of the strengths, weakness, opportunities, and threats on future operations. This process is based on good institutional practices, influenced by the College's academic program review process, and conforms to the expectations of the Middle States Commission on Higher Education (MSCHE) assessment and planning standards. Suffolk County Community College is committed to the process and, as such, all AES units undergo a thorough evaluation of operations every seven years. Additional information on AES unit reviews including the College review schedule, template, and details about review and communication are included in the Comprehensive Assessment Plan for Institutional Effectiveness (CAPIE) which can be found on the Suffolk County Community College website (<http://www.sunysuffolk.edu/About/2541.asp>).

I. The Committee Structure

A. Unit Review Chairperson

One individual will be appointed to serve as the AES Unit Review Chairperson. This individual will be appointed with direct leadership and following responsibilities:

1. Identifying and confirming external reviewers
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3. Completing the AES Unit Review template located with the CAPIE
4. Planning the external reviewers site visit
5. Reviewing the reviewers report and integrating the information into the template

6. Establishing a plan of action based on internal and external recommendations
7. Responding to recommendations from the Assessment Advisory Council (AAC)

B. Unit Review Committee Members

Although there is no required committee size, it is suggested that each committee is staffed by at least 5 individuals. Specific membership should include the following:

1. Each unit director (all three campuses and where applicable, central administration)
2. At least one staff member from each of the campuses and where applicable, central administration
3. Optional: One director or staff member from outside the unit (ideally from a unit that the unit under review collaborates with)
4. Optional: Where appropriate, one student representative
5. Optional: An outside member, perhaps a board member or external partner

In their role as committee members, individuals on the team are responsible for:

1. Supporting the completion of the template
2. Participating in the site visit
3. Providing input on the reviewers' report
- 4.

Unit Review Committee Members:

The chairperson will select committee members in consultation with the OPIE staff and, where appropriate, the Associate Deans for Student Services. These names will then be sent to the unit's senior administrator for approval.

II. Outcomes Assessment

Each AES unit has an established mission as well as goals and student learning outcomes (SLOs) and/or support outcomes (SOs). The annual assessment of these outcomes provides the bulk of data that units will use during the review, however, the outcomes also act as anchors for other activities conducted and reports generated between reviews. The annual assessments are housed both in TracDat as well as on the College's AES unit assessment webpage. As a part of the process, OPIE is available to collect and analyze additional data, assist with instrument development/modification, and answer any research questions.

III. Report Format and Guidelines

The report is a unit driven document and should reflect the thoughtfulness, expertise, and experiences of the staff. While substantial support exists to assist with the effort, the final report and recommendations should reflect majority opinion, and ideally consensus, of the entire committee.

Section 1: History

The unit is asked to consider historical circumstances that have impacted the unit. This should include major staffing, budgetary, or mission/function modifications over the past 7 years. Any information that will give outsiders a greater understanding of what events have helped shape the direction of the unit should be included.

Section 2: Unit Overview

This section is important for providing answers to the basic questions about how the unit connects to the institutional mission. In addition to speaking to the unit's mission, goals, and outcomes and connection to the institutional goals and Measurable Institutional Objectives (MIOs), the unit is asked to

Section 3: Staffing

The instructions in this section were left intentionally broad to allow the unit

all of the data and evidence can be used to plan for improvements. While building on historical information, reports, and personal accounts, the final product, which is the action plan, is all about moving forward. To that end, the team should consider the following when completing this process:

1. Be factual, explicit, and don't avoid examining and documenting the negative. Often, when things did not go well, there is an opportunity for learning and growth.
2. Although there will be some negative information placed into the report, maintain a solutions based approach and the report will provide a great resource for improving the unit.
3. Where possible, look for and document explicit connections to the College mission and strategic plan.
4. Where possible, consider how the activities, reports, and data connect back to the unit's mission, goals, and outcomes – especially the outcomes.
5. Consider the totality of the functions of the unit rather than focusing on a few core activities, functions, or initiatives.
6. Consider who the unit is charged with serving and whether their needs, requirements, and expectations have been met.
7. Consider how opportunities for professional development have been offered and whether it has made a difference.

IV. Support Services for the Committee

A. Secretarial/Computing Services

Secretarial/computing services will be provided by the unit that is under review. Division of work should be divided across the campuses to reduce the burden on any individual staff member.

B. Data Support Services

The Office of Planning and Institutional Effectiveness will assign a specialist to each Program Review Committee as an ex-officio member. That specialist will assist in gathering data necessary for the review and in interpreting its significance. A standard student data package will be provided, which contains information about student demographics, persistence and retention rates, and other helpful information. Other OPIE staff, who will also serve as ex-officio, will be available to support the AES Unit Review committee in planning the review and organizing the site visit.

C. Orientation Meeting

OPIE will introduce the Unit Review process at the first meeting of the Unit Review Committee, and will provide the AES Unit Review Template, this Guide, and will be available to answer any questions. Staff members in OPIE will be

VI. Timeline

VIII. Guideline Review